


# Developing Michigan's Student Assessments

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## Overview of the Presentation

- # Item Development Steps
- # Assessment Administration Steps
- # Assessment Requirements
- # Assessment Q & A
- # Uses of Assessment Information

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## Item Development Steps

- # Hire item development contractor
- # Review the content expectations
  - Determine which skills can be assessed and which can not
- # Develop the test blueprint by determining:
  - outline of the final test.
  - the overall test length.
  - which skills will be in each test component.
  - how each skill will be assessed (e.g., multiple-choice or written-response items).
  - how each item will be written

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## Item Development Steps

- \* Form the Item Development Teams
  - Classroom teachers
  - Curriculum specialists
  - University subject-matter experts
- \* Invite the Item Development Teams to the first meeting
- \* Prepare item development training materials

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## Item Development Steps

- \* Conduct the first item development meeting.
  - Provide item writing training
  - Review the skills to be assessed with item writers
  - Item writers draft initial version of test items
  - On-going editing of items to mentor item writers
  - Complete initial draft of assigned test items
- \* Item writers finish their assignments at home.
- \* Item writers return their materials to the item development contractor

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## Item Development Steps

- \* Item development contractor lightly edits the items
  - Contractor points out further work needed
- \* Items returned to item writers for further editing
- \* Items edited by item writers
- \* Item writers conduct small-scale pilot tests (5-10 students)
- \* Item writers review tryout data and re-edit items

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## Item Development Steps

- \* Planning for second Item Development Team meeting completed
- \* Second Item Development Team meeting held
  - \* Initial assignments completed, including writing the scoring instructions for written-response items
  - \* Additional writing assignments completed
  - \* Items are turned in to the item development contractor

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## Item Development Steps

- \* Item development contractor thoroughly edits the items
- \* Content advisory committee reviews items for content
- \* Bias/sensitivity committee reviews items to eliminate poor items
- \* Items are packaged for statewide pilot test

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## Item Development Steps

- \* Draft test packages are reviewed by OEAA staff
- \* Volunteer pilot schools are recruited
- \* Final changes are made to the test packages
- \* Pilot tests are printed, packaged and then shipped to pilot schools
- \* Pilot testing occurs in Michigan schools (100-300 students/item)

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## Item Development Steps

- \* Pilot test are returned to the item development contractor
- \* Pilot tests are scored
- \* The test data is analyzed to determine whether each item worked
- \* Content advisory committee reviews items for content
- \* Bias/sensitivity committee reviews items to eliminate poor items
- \* Good items placed in item bank for future use.

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## Assessment Administration Steps

- \* Select assessment administration contractor
- \* Assemble the operational tests by pulling items from the item bank
- \* Add field test items from the item bank to try out before use in statewide assessments
- \* Embed field test items in all operational tests (for equating purposes)
- \* Tests are assembled, proofed, and printed
- \* Quantities of materials determined for each school and district

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## Assessment Administration Steps

- \* Administration contractor packages the materials by school and district
- \* Tests distributed to schools across the state
- \* Operational and embedded field testing occurs statewide in the fall
- \* Results returned to districts after Thanksgiving
- \* Field test items are analyzed and good items retained in the item bank
- \* Field-tested items are used to build the operational forms used the following year.

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## Assessment at Different Levels

### \* Testing is carried out for several reasons:

- Federally required
- State required
- State guided/suggested
- Locally determined

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## Federal and State Requirements

### \* Federal laws

- Individuals With Disabilities Education Act Amendments of 1997 (IDEA-97)
- No Child Left Behind (NCLB)
  - Title I
  - Title III

### \* State laws

- Public Act 38 of 1970, Amended
- Public Act 289 of 1995
- Merit Award Legislation

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## Who Is Assessed?

- \* General education students in grades 3-8 plus high school
- \* All special education students
  - MEAP
  - Alternate assessments (MI-Access)
- \* All English language learners
  - English proficiency assessments
  - MEAP/MI-Access assessments

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## On What Are They Assessed?

- ✱ English Language Arts, Mathematics, Science, and Social Studies
- ✱ Based on Grade Level Content Expectations
  - English Language Arts (grades 3-8)
  - Mathematics (grades 3-8)
- ✱ Based on Standards and Benchmarks
  - Science (grades 5 & 8)
  - Social Studies (grades 6 & 9)
  - High School Testing (ELA, Mathematics, Science, & Social Studies)

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## When Are They Assessed?

- ✱ Elementary/Middle School
  - Grades 3-9: October
- ✱ High School
  - This school year (10th, 11th, and 12th grades)
    - Late October-Early November
    - March-April Fall and Spring of
  - Next school year (Michigan Merit Exam)
    - Spring of 11th grade
    - Re-test Fall and Spring of 12th grades
  - Dual Enrollment Testing: 10th and 11th grades

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## How Are They Assessed?

- ✱ Paper-and-pencil tests
  - Multiple-choice items
  - Written-response items
- ✱ Individually-administered assessments
  - MI-Access (special education students with severe disabilities)
  - English Language Learner assessments - speaking and listening

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## Uses of Student Assessment

### \* Student

- Guide student learning on a daily basis
- Provide information about students who were tested to learn critical skills not already learned
- Student accountability - promotion/graduation
- Student selection - placement in special programs, such as gifted or special education
- Reporting student progress to students, parents, and other educators

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## Uses of Student Assessment

### \* School

- Review and improve instructional program
- Increase instructional alignment - horizontal and vertical
- School accountability - hold educators responsible for improved student achievement
- School accreditation
- Program evaluation - effectiveness of new initiatives
- Inform parents of all students about the level of student achievement and improvement efforts under way

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## Uses of Student Assessment

### \* District

- Prioritize schools for improvement assistance efforts
- Provide data for local school board to understand student and school achievement
- Report academic progress of the district to parents and other taxpayers, including key community decision-makers
- Increase community support for schools and for school improvement efforts
- Help make decisions about prospective school administrators or other educators

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## Uses of Student Assessment

### ■ State

- Determine priority schools for the interventions required by Federal (and state) law
- Guide state-level assistance to "high priority" schools - those failing to make adequate yearly progress
- Fund schools - could be general state aid and/or special programs to impact struggling schools
- Allocate human resources - such as providing staff or consultants to provide supportive management advice and strategies to schools

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## For Questions and Comments

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